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ABSTRACT

To determine if student placement in community colleges' programs of study and courses could be improved if objective information relating to the reading requirements of each course were related to the student's measured reading ability, an investigation was carried out at Rockland Community College. The Nelson-Denny Reading Test was administered to 1,000 students enrolled in the Day Division of the college. The reading test results were computer tabulated, and scores were obtained for each student as to reading rate, vocabulary, comprehension, and total scores. The total score was found to be the most useful, representing an adequately weighted combination of the students' performance on the vocabulary and comprehension subtests. The findings of the study are tabulated and discussed as to the following: (1) high schools from which students graduated, (2) age and sex of participating students, (3) attendance at other colleges prior to enrollment at Rockland Community College, (4) enrollment status at the college, (5) distribution of students in various courses by number and percentages, (6) distribution of reading rate, vocabulary, comprehension, and total reading scores in grade equivalents, (7) distribution of readibility scores of textbooks used in various courses, (8) percentages of students below readability scores of texts assigned in various individual courses, and (9) analysis of total reading and readability scores in courses enrolling large numbers of students. The study data are provided in 14 tables. A short questionnaire used to obtain student information, a list of courses offered, and a sheet for recording reading test scores are provided in an appendix. (DB)

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AN INVESTIGATION TO DETERMINE THE POSSIBILITIES OF MORE EFFECTIVE COUNSELING AND PLACEMENT OF COMMUNITY COLLEGE STUDENTS THROUGH SYSTEMATIC MATCH OF READING ABILITY TO READING REQUIREMENTS OF COLLEGE COURSES.

(An NDEA Title V-A Project Code No. 70-C27-010)

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

I. INTRODUCTION

One of the major responsibilities of academic advisors and counseling personnel is to assist students select programs of study and courses which meet their interests and offer them reasonable probability of success. That students are often unrealistic and uninformed in these matters is well recognized. Ill advised choices of curricula and courses increase probabilities of failure. It is important that students obtain effective counseling in this area, especially at community colleges with open admissions policies.

The Office of the Dean of Students at Rockland Community College, in cooperation with the Office of Institutional Research, believed that a major improvement in the placement of students in programs of study and courses might be accomplished if objective information regarding the reading requirements of each course were related systematically to the individual student's measured reading ability. This belief was based on the assumption that an important factor contributing to student success is his ability to understand the textbooks and other reading materials assigned to him by his instructors. Even when highly motivated, students will not learn effectively materials they are unable to read with comprehension. Unfortunately, textbooks and other readings are usually selected without sufficient attention paid to the reading abilities of the students enrolled in the courses. If the instructor has information regarding the reading proficiency of his students, he typically has no idea of the specific reading difficulty (readability) of the materials he or his department assigns. Publishers seldom tell enough.

Research has documented the tremendous variability among community college students. A range in reading ability of ten or more grade levels, from grade four or five for some students to beyond grades sixteen for the

brighter academic students, has been reported.

II. OBJECTIVES

The objectives of the investigation were:

1. To determine the readability of textbooks and other required readings assigned students enrolled in Rockland Community College by the means of a reliable and valid readability formula.

2. To determine the reading ability of a representative sample of students enrolled in the various curriculums and courses in the College.

3. To determine the relationship between readability and reading ability.

4. To disseminate the results of the investigation among the faculty and administrative staff of the College as well as units of the State University of New York system.

Systematic dissemination, interpretation, and consultation regarding the research findings can be expected to make a significant contribution to the improvement of the College's instructional program. Also, since many student characteristics are similar and the same instructional materials used widely among SUNY colleges, the methodology and results of the study may have rather wide application.

The findings should also be useful to personnel concerned with the development and conduct of College developmental and remedial reading programs. Objective information will be made available, based upon actual course demands.

III. RELATED LITERATURE

A. READABILITY FORMULAS

A review of the literature on readability reveals a spate of studies during the 1920-1950's. During this period, Chall (1958) stated, "the search for objective means of predicting readability or reading difficulty was prompted by three major purposes: first, to discover the factors which validly distinguish easy from hard material; second, to find a reliable means of measuring these factors; third, to formulate an expression of some combination of these factors in terms of the reading skill required to read and understand the material."

During the fifties and sixties, efforts were directed mainly, although not exclusively, at the refinement and simplification of already existing formulas. Most readability formulas represented different approaches to the use of two factors: vocabulary load and sentence length (Martin-1961). Research workers or others interested in this field could choose among some 30 formulas or their variations (Klare-1963). Klare recommended the use of the Dale-Chall formula (1948) as being the most consistently accurate though recognizing that it was a time consuming method. An opinion shared by many authorities.

Despite their promise, the application of readability formulas, has been limited. Major and Collettee (1961), concerned with science books (biology), reported that readability studies had been directed mainly toward the elementary and secondary levels of education. More generally, Deldon and Lee (1961) noted that

committees, administrators, and teachers responsible for the selection of textbooks often consider the author's qualifications, the book's organization, contents, presentation, etc., but seldom avail themselves (assuming availability) of specific information concerning the reading difficulty of these materials. A search for more recent studies revealed a paucity of related studies at the College - level, and particularly of studies conducted in community college settings.

More recently, Fry (1968) noted that readability formulas are used by some teachers, some librarians, and some publishers, but that their number is all too few. He suggests that the sheer time required for applying these formulas causes them "to languish in term papers and occasional magazine articles." He presented a Readability Graph, adopted for use in the present study, whose simplicity and speed of working are in sharp contrast to some existing formulas. It correlates highly (.93 or better) with the Dale/Chall, SRA, Flesch, and Spache formulas, all widely used and recognized for their reliability and validity.

However, certain limitations in readability formulas should be noted. Wall (1969), dealing with readability in secondary textbook selection, concluded that these formulas tend to underestimate reading proficiency. Pauk (1969) stated that readability formulas fail to take into full account the abstractness of the reading selections, the complexity of the sentences, and the students' level of reasoning abilities. In agreement with these two authorities, the Research Director , believes that the obtained "gaps"

found in the present study between reading ability and readability should be regarded as "conservative" estimates of the "true" differences. Also, determinations of the readability of mathematics, poetry, and for obvious reasons, foreign language texts by the Fry formula was not considered advisable. The application of the formula to philosophy texts might also be questioned, though they were included in the results.

B. READING ABILITY

In the overview of "Measurement and Evaluation in Junior College Reading Programs",(ERIC Junior College Research Review October 1971), published by the American Association of Junior Colleges, it was noted that over half of all junior colleges, require students who score below some pre-determined percentile on entrance examinations to take appropriate remedial work in reading, mathematics, etc. The pre-determined cut-off scores varied among colleges, usually falling somewhere in the bottom quartile. However, since other criteria for admission and placement were used, e.g., rank-in-high-school class, high school GPA's etc. there was no assurance that the poor reader will be assigned to a remedial or developmental reading class, assuming there is such a class available. There also seemed to have been no attempts generally to place students in classes and courses that are consistent with their measured reading ability where chances for success are reasonable.

In this same issue, the Nelson-Denny Reading Test, used in the present investigation, was described as being among the four reading tests most often selected by Junior College teachers.

IV. METHODS AND PROCEDURES

The following steps were accomplished:

A. Review of published literature related to reading and readability.

B. Consultation with Dr. Edward Fry, Professor and Director of Reading Center, Rutgers, the State University of New Jersey, regarding the selection of a reliable and valid reading test and a readability formula. The final decision was made by the project Research Director to use the Nelson-Denny Reading Test and Dr. Fry's Method for Estimating Readability.

A number of valuable suggestions related to sampling procedures, use of grade levels, and analysis of data, etc. were made by Dr. Fry.

C. Determination of Readability of Textbooks and Readings

The readability of all textbooks currently being used during the Fall 1969 and Spring 1970 semesters at Rockland Community College was determined by means of the Fry readability formula. Certain deletions were considered advisable, -- mainly mathematics, poetry, and foreign language textbooks and readings.

In all, readability by grade levels was determined for a total of 193 textbooks, ranging from one art book to 40 history books. The complete list of books, classified by course, author, title, publisher, readability grade-level scores, and "extrapolated" readability scores are to be found in the Appendix. The Fry graphic method used to determine the readability grade level scores does not yield

precise grade-levels beyond the 12th grade. Socres beyond the 12th grade were characterized as "college" which roughly corresponds to grades 13 and above. By inspection, many of the texts ranged significantly above this "grade 13" level. These were characterized as grades 13+ or 13++, --- a less than exact designation, but one that was believed useful for descriptive purposes.

D. Determination of Student Reading Ability

The Nelson-Denny Reading Test was administered to 1,000 students enrolled in the Day Division of Rockland Community College. They represent about 40% of the total of 2,500 full and part-time and Foundation Program students enrolled in the College during the academic year 1969-70. However, no Full Foundation Program students were tested as part of this project. Their reading ability status had been already diagnosed and they were enrolled in a program of remediation.

The selection of the specific classes for testing was based upon the following considerations:

1. that the sample of students tested should reflect the distribution of freshmen (less than 28 earned credits and of sophomores(28 or more earned credits) in the College.
2. that the distribution of introductory and "upper-level" courses reflect the current offerings of the College.

As will be demonstrated, the data reflects that these two considerations were adequately met. The results are believed to adequately represent the reading achievement level of the student body.

It should be noted that most students had completed the State University Regents Scholarship Examination as a requirement for College admissions. However, some of these incoming students who were not recent high school graduates also completed the State University Admission Examination. While in high school most students also completed numerous other tests, --- SAT's, ACT's, District Reading Tests, placement examinations, etc. Some students were not enthusiastic about taking the Nelson-Denny and resented what to them was a stress and anxiety provoking exam. Too, classes had already started and the interruption of class routines and plans were resisted by some few faculty and students. However, the Student Personnel Counselors administering the tests believed that these factors were dealt with adequately and that the overwhelming majority of students participated cooperatively and did their best. The results are believed to be a veridical representation of the "State of the College" at the time.

During the same reading testing period, students were asked to fill out a short questionnaire which requested: social security number, name, high school from which the student graduated, age last birthday, sex, prior college attendance, whether full or part-time student, number of credits earned,

and courses in which enrolled. (a special check list) A copy of the questionnaire and check-list are to be found in the Appendix of this report.

E. Tabulation of the Data

The results of the reading tests were computer tabulated and the following scores were obtained for each student: 1. reading rate; 2. vocabulary; 3. comprehension; and 4. total scores. These scores were converted into grade-equivalents based on national norms supplied by the test authors. Summary tabulations of these four scores are to be found in the Appendix.

For the purpose of this study, the total score was the most useful, since it represents an adequately weighted combination of the students' performance on the vocabulary and comprehension sub-tests. Specific omparisons of reading total scores and the readability of the texts are to be found in the results section of the study.

Separate print-outs and summary tables providing frequency and percentages answering various items in the short questionnaire filled out by the students were also prepared and are to be found in the Appendix.

V. RESULTS OF THE STUDY

In this section of the report the following findings are discussed: 1) high schools from which students graduated; 2) age and sex of participating students; 3) attendance at other colleges prior to enrollment at Rockland Community College; 4) status at RCC -- freshman and sophomore;

5) distribution of students in various courses by number and percentages; 6) distribution of reading rate, vocabulary, comprehension, and total reading scores in grade equivalents; 7) distribution of readability scores of textbooks used in various courses; 8) percentages of students reading below readability scores of the texts assigned in various individual courses; and, 9) analysis of total reading and readability scores in courses enrolling large numbers of students.

A. High Schools From Which Students Graduated (See Table 1)

About 69% of the 990 students participating in the study were graduates of Rockland County high schools. Of this 69%, about 6% were graduates of private county high schools. Of the remainder of the 990 students, 28% were from out-of-county high schools. Twenty-three students or 2.3% received high school equivalency diplomas. The sample was generally representative of the total college enrollment.

B. Age of Students At Their Last Birthday (See Table 2)

The students ranged from under 18 years to over 50 years Less than .3%, however, were over 50 years. By contrast, 77% were 20 years or less. The median age at their last birthday was 19 years.

C. Sex of Students (See Table 3)

The sexes were evenly divided -- 50% male, 48% female, and 2% gave no answer. The distribution of the college population was 51% male, and 49% female.

D. Attendance At College Prior to Enrollment in Rockland Community College (See Table 4)

About 15% of the students had taken work at another college

prior to enrolling in RCC. Data was not readily available regarding whether or not these students had experienced academic difficulties at this prior institution, but on basis of earlier studies of students, this could have been the case for a significant number of the participants.

E. Number of Credits Carried -- (See Table 5)

About 92% of the students carried 12 or more credits at the time of the study. This, by definition, would make them full-time students. About 8% carried less than 12 credits, making them part-time students. According to college records, the full time enrollment was approximately 80%. Thus, there were about 10% more full-time students in the sample.

F. Credits Completed Prior to Present Semester (See Table 6)

Slightly over two-thirds of the students (68%) had completed less than 28 credits prior to the semester in which the testing was conducted. This would make them freshmen. About 32% had completed 28 or more credits and had achieved sophomore status. This "mix" reflected that found in the College during the day session.

G. Numbers and Percentages of Students Enrolled in Each Course (See Table 7)

Excluding mathematics, physical education, and foreign language courses, 86 different courses were listed as offerings by the College. However, in 24 of these courses, none of the 990 students in the sample were enrolled since these courses were not offered in the Fall Semester. With exception of 2,

all of these 24 courses were 200 level, that is, relatively advanced and/or with prerequisites.

The readability (difficulty) of texts assigned in these 24 "empty" courses is discussed later in the report.

The numbers of the sample of 990 RCC students enrolled in the various courses actually offered extended over a very wide range, from a low of 2 to a high of 552. In order of rank frequency, the 10 courses with the highest enrollments included: 1) English 101 (552); 2) Psychology 101 (237); 3) History 101 (164); 4) Biology 105 (159); 5) Sociology 201 (139); 6) Health 101 (134); 7) English 203 (121); 8) Music 101 (100); 9) Economics 101 (66); and 10) Speech 101 (61). These receive special attention in the discussions that follow.

H. Reading Rate-of-Students (See Table 8)

Though the focus of the study was not specifically directed to the reading rate of the students, it can be noted that over half (52%) of the sample scored below the 13th grade (college level). Also, about 25% scored below the 10th grade. More gratifying was the finding that 42% of the sample scored above the 14th grade.

Programs designed to increase speed of reading might prove productive for a significant number of students. The rapid reader has a considerable advantage, especially in the social sciences.

NOTE: Reading rate is not used in the determination of the total reading score.

I. Vocabulary Scores of Students (See Table 9)

The difficulty of the material a student can read is directly related to the number of words he knows. Vocabulary is, obviously, a major factor bearing on the reading process.

On the vocabulary portion of the Nelson-Denny about 57% of the students scored at the 13th grade and above. The range of vocabulary scores extended from below the 7th grade to above the 14th grade. Though nearly 5% of the students scored below the 10th grade, the largest single group of below-level vocabulary scores (25%) was found in the 12.0 - 12.9 bracket. As will be noted below, comprehension scores revealed much more scatter along the lower levels.

J. Reading Comprehension Scores of Students (See Table 10)

The reader's level of comprehension is an all important factor in determining whether the text materials will be adequately understood. The analysis of the students' reading comprehension scores reveals that only slightly over a half (53%) were reading at the grade 13.0 or higher (college) level. The remainder of the scores scattered down to the below 7th grade level, with 13% reading below the 10th grade level and slightly more than a third (34%) reading below the 12th grade.

K. Reading Total Scores of Students (See Table 11)

Analysis of the total reading scores of the students, buttressed by a relatively high vocabulary score component, revealed that about 57% of the students were reading at grade 13 or higher level. About 43% were below the 13th grade (college level), 22% below the 12th grade level and 7% below the 10th grade level. Seven percent, though a relatively low percentage, could mean an estimated 168 students in this study, and 238 in the Fall 1971 enrollment.

L. Readability Scores of Assigned Texts and Their Relationship to Total Reading Scores of Students (See Tables 12-14)

The readability scores of assigned texts extended over a wide range of grade equivalents, -- from the 7th grade to substantially over the 12th grade. The Fry formula specifies grade equivalents scores above the 12th grade as "College".

The median readability score for the 193 texts analyzed was located in the 12.0 - 12.9 grade level bracket. About 44% of the texts were more difficult and scored in the "college" level bracket. Significantly, of the 109 books that were "college-level", 48% scored in the extrapolated 13++ category. What this means in "grade-equivalents" is not exactly determinable, but these were scores whose coordinates were at the extreme end of the Fry graph.

Recapitulating, the median total reading score of the 990 students was somewhat higher than the median

readability score of the texts assigned to them in their courses, -- grade 13 or higher vs - grade 12.0 - 12.9, respectively.

As noted in Section G above, a total of 86 courses were listed as offerings; 193 books were listed as required reading. However, only in 62 of the 86 courses were one or more students in the sample enrolled. Also, for a particular course, the number of books assigned ranged from 1 to 17; the numbers of students in the sample ranged from 2 to 552. Since the number of students enrolled in a particular course varied so greatly, the relationship between reading scores and readability of texts assigned should be systematically examined in this light.

In Table 13, a comprehensive summary table, information is supplied which shows courses offered, texts assigned to these courses, readability scores of each text, number of students enrolled in each course, the percentage of students enrolled in each course whose total readability score was below and above the readability score of the text(s) assigned to each course, the percentage of the total sample of 990 students whose reading scores would have been above and below the readability score of each assigned text, and where applicable an extrapolated readability score ranging to an upward limit of 13++ for each book. Examination of the data should provide the reader with a "feel" for the discrepancy that presently exists between students' reading ability and readability of materials assigned.

If the logic that a poor fit of student and materials produces harm is accepted, than it follows that the damage should be greater in more heavily enrolled courses. However, the implications of a poor match must be considered case by case by academic advisors and counselors. This is a recommended approach for more effective counseling and advisement of the individual student.

Examples of the match of reading ability and readability in the heavily enrolled courses are provided below:

In English 101 there were 552 of the 990 students enrolled. A total of 16 books with readability scores ranging from grades 7 to 13+ were assigned. The percentage of students enrolled with reading scores below that of the 16 texts ranged from 0 to 49%. For the entire sample of students, the range could be projected as ranging from 2 to 70%.

In Psychology 101, with an enrollment of 237 students, there were 6 books assigned, with readability scores ranging from grades 7 to 13+. The percentage of students with reading scores below that of each of the 6 texts ranged from 0 to 51%. For the entire sample of students, the range could have been from 1 to 70%.

In History 101, with an enrollment of 164 students, there were 7 books with readability scores ranging from grades 9 to 13+. The percentages of students with reading scores below that of each of the 7 books ranged from 10 to 39%. For the entire sample, the range could have been from 3 to 70%. These three

examples point up the sharp discrepancy between reading ability and readability.

Table 14 provides information regarding the range of readability scores in courses where more than one text was assigned. Overall, the range of readability scores extended from 7 to 13+ years. Within a particular course, the range of readability scores for multiple assigned texts was as much as 6+ years. Stated simply, in these courses a student could have been assigned both a very easy and a very difficult text. Do students learn some things and not others? Obviously. However, are assignments and tests more heavily weighted towards the easier or more difficult text content? Does an instructor's marking "on a curve" effectively obscure the fact that certain materials were not or could not be learned by significant percentages of the classes' enrollments? One can only speculate on these matters. Certainly there can be agreement that the range of difficulty of multiple texts assigned in a course should not exceed the reading ability of the students enrolled.

Whether, overall, more students enrolled in 200 than in 100 level courses had reading scores below the readability scores of the assigned texts is not readily answerable. The number of students enrolled and the number of textbooks assigned varied so greatly in the individual courses. Parenthetically, many of the 200 level courses were not "advanced" courses.

The most practical use of the data reported in the summary table 13 would be the systematic comparison of the individual

student's total reading score with the reading requirements of the courses he intends to enroll in. He should be counselled accordingly. An improvement of student counseling was, of course, the major objective of this study!

VI. SPECIFIC ACTIONS PLANNED AS A RESULT OF THE FINDINGS OF THIS STUDY

A copy of this report will be sent to members of the college administrative staff, including the president, deans, departmental chairmen, and faculty members. Upon consensus that the findings are significant and that further action is merited, the following steps are planned:

1. The list of books, readability scores, percentages of students reading above and below the readability score, etc. will be reviewed by the departments. As a result it is anticipated that some changes will be made in the texts selected for use. The Student Personnel Office will provide necessary consultation and technical advice in the determination of suitable alternative texts.
2. If it appears that the only books available or recommended are too difficult for some or most of the students enrolling in the courses, consideration will be given to changing the prerequisites for enrolling in that course.
3. In the interim period and afterwards, appropriate charts will be prepared for students, counselors, and teachers which will enable the student and staff to gauge more objectively the potential difficulty of the course. Adoption of such a procedure should enhance cooperation between the Student Personnel Office

and the teaching faculty.

4. Since more than fifty percent of the students were reading at a rate below college level, voluntary speed reading mini-courses will be offered at convenient times.
5. A more systematic method of identifying students with reading problems who were not placed in the Foundation Program will be established. Such students will be encouraged to enroll in reading tutorial programs similar to those presently conducted.
6. Summaries of the present report will be sent to all SUNY two-year colleges. They will also be sent suitable lists of text readability scores.
7. The Central SUNY Administrative Staff will be requested to write all publishers to encourage, perhaps insist, that they supply the colleges with more adequate readability data regarding their books.
8. With wider acceptance of open admissions policies among community colleges of the State of New York, all possible steps must be taken to assure that the greatest numbers of students achieve success in their venture into higher education. This study, hopefully, contributes to this objective.

TABLE #1

HIGH SCHOOL FROM WHICH STUDENT GRADUATED

HIGH SCHOOL	NO. OF GRADUATES	PERCENT TOTAL
CLARKSTOWN	82	8.3
NANUET	50	5.1
NORTH ROCKLAND (HAVERSTRAW)	63	6.4
NYACK	31	3.1
PEARL RIVER	60	6.1
RAMAPO HIGH SCHOOL	116	11.7
SPRING VALLEY	106	10.7
SUFFERN	59	5.9
TAPPAN ZEE (ORANGEBURG)	62	6.3
ALBERTUS MAGNUS	39	3.9
HOLY CHILD	1	.1
ROSARY ACADEMY	14	1.4
OUR LADY OF VICTORY	2	.2
ROCKLAND COUNTRY DAY SCHOOL	2	.2
H.S. NOT ROCKLAND COUNTY	274	27.7
H.S. EQUIVALENCY DIPLOMA	23	2.3
NOT HIGH SCHOOL GRADUATE	6	.6
	990	100.0

TABLE #2

AGE LAST BIRTHDAY

AGE	NO.	PERCENT OF TOTAL
UNDER 18	94	9.5
18	357	36.1
19	234	23.6
20	76	7.7
21----25	99	10.0
26----30	36	3.6
31----40	57	5.8
41----50	30	3.0
51----60	3	.3
OVER -60		.0
NO ANSWER	4	.4
	990	100.0

TABLE #3

SEX OF STUDENTS

	NO.	PERCENT OF TOTAL
MALE	492	49.7
FEMALE	478	48.3
NO ANSWER	20	2.0
	990	100.0

TABLE #4

ATTENDANCE ANOTHER COLLEGE PRIOR TO ROCKLAND COMMUNITY COLLEGE

	NO.	PERCENT OF TOTAL
YES	147	14.8
NO	838	84.6
NO ANSWER	5	.5
	990	99.9

TABLE #5

CREDITS CARRIED

	NO.	PERCENT OF TOTAL
12 OR MORE (FT)	915	92.4
LESS THAN 12 (PT)	74	7.5
NO ANSWER	1	.1
	990	100.00

TABLE #6

CREDITS COMPLETED PRIOR TO PRESENT SEMESTER, AT R.C.C. AND/OR OTHER COLLEGES

	NO.	PERCENT OF TOTAL
Freshman (Less than 28)	670	67.7
Sophomore (28 or more)	313	31.6
No Answer	7	.7
	990	100.0

TABLE #7

NUMBER AND PERCENT OF 990 STUDENTS IN TOTAL SAMPLE ENROLLED IN EACH COURSE

COURSE NO.	NO. ENROLLED	PERCENT OF 990
AC 101	57	5.7
AC 102	15	1.5
AC 201	7	.7
AN 201	26	2.6
AR 101	55	5.5
BI 105	159	16.0
BI 106	27	2.7
BI 201	30	3.0
BI 207	47	4.7
BU 101	30	3.0
BU 105	6	.6
BU 201	36	3.6
BU 202	8	.8
BU 203	57	5.7

table #7 (continued)

COURSE NO.	NO. ENROLLED	PERCENT OF 990
BU 204	42	4.2
BU 210	3	.3
BU 214	6	.6
BU 217	2	.2
CH 101	41	4.1
EC 101	66	6.6
EC 201	27	2.7
EC 202	8	.8
ER 101	9	.9
EN 101	552	55.7
EN 102	38	3.8
EN 201	77	7.7
EN 202	15	1.5
EN 203	121	12.2
EN 204	10	1.0
EN 205	31	3.1
GO 201	27	2.7
HE 101	134	13.5
HI 101	164	16.5
HI 102	25	2.5
HI 202	10	1.0
HI 203	9	.9
HI 205	8	.8
HI 209	3	.3

table #7 (continued)

COURSE NO.	NO. ENROLLED	PERCENT OF 990
HS 101	31	3.1
HS 160	3	.3
HS 170	1	.1
MU 101	100	10.1
NU 101	32	3.2
NU 201	60	6.0
NU 203	57	5.7
PI 201	21	2.1
PI 202	7	.7
PH 101	10	1.0
PH 103	14	1.4
PL 110	3	.3
PL 103	18	1.8
PL 203	11	1.1
PL 207	27	2.7
PO 101	60	6.0
PO 102	11	1.1
PO 201	5	.5
PS 101	237	23.9
PS 102	8	.8
PS 201	31	3.1
PS 203	37	3.7
PS 205	23	2.3
PS 206	6	.6
SC 101	51	5.1

table #7 (continued)

COURSE NO.	NO. ENROLLED	PERCENT OF 990
SC 102	33	3.3
SO 201	139	14.0
SO 203	19	1.9
SO 205	12	1.2
SH 101	61	6.1

TABLE #8

READING RATE - NUMBER AND PERCENT OF STUDENTS AT EACH GRADE LEVEL

GRADE EQUIVALENTS	NUMBER	PERCENT OF TOTAL SAMPLE
Below 7.0		.0
7.0 7.9	76	7.7
8.0 8.9	90	9.0
9.0 9.9	85	8.6
10.0 10.9	74	7.5
11.0 11.9	76	7.7
12.0 12.9	70	7.1
13.0 13.9	56	5.7
Above 14.0	420	42.4
No Answer	43	4.3
	990	100.0

TABLE #9

VOCABULARY - NUMBER AND PERCENT OF STUDENTS AT EACH GRADE LEVEL

GRADE LEVEL	NUMBER	PERCENT OF TOTAL SAMPLE
Below 7.0	6	.6
7.0 7.9	4	.4
8.0 8.9	7	.7
9.0 9.9	28	2.8
10.0 10.9	53	5.4
11.0 11.9	82	8.3
12.0 12.9	246	24.8
13.0 13.9	306	30.9
Above 14.0	258	26.1
No Answer		.0
	990	100.0

TABLE #10

READING COMPREHENSION NUMBER AND PERCENT OF GRADE LEVEL

GRADE LEVEL	NUMBER	PERCENT OF TOTAL SAMPLE
Below 7.0	13	1.3
7.0 7.9	30	3.0
8.0 8.9	30	3.0
9.0 9.9	58	5.9
10.0 10.9	91	9.2
11.0 11.9	115	11.6

table #10 (continued)

GRADE LEVEL	NUMBER	PERCENT OF TOTAL SAMPLE
12.0 12.9	131	13.2
13.0 13.9	519	52.4
Above 14.0	3	.3
No Answer		.0
	990	99.9

TABLE #11

READING TOTAL SCORES
NUMBER AND PERCENT OF STUDENTS AT EACH GRADE LEVEL

GRADE LEVEL	NUMBER	PERCENT OF TOTAL SAMPLE	PERCENTILE RANK	
			%below	% above
Below 7.0	9	.9	1	99
7.0 7.9	8	.8	2	98
8.0 8.9	8	.8	3	97
9.0 9.9	40	4.0	7	93
10.0 10.9	65	6.6	13	87
11.0 11.9	90	9.1	22	78
12.0 12.9	201	20.3	43	57
13.0 13.9	274	27.7	70	30
Above 14.0	295	29.8	30	70
No Answer		.0		
	990	100.0		

TABLE #12

COMPARISON OF THE NUMBERS AND PERCENTAGES OF 193 TEXTS AND 990 STUDENTS AT VARIOUS READABILITY AND TOTAL READING SCORE GRADE EQUIVALENT LEVELS

GRADE EQUIVALENT	READABILITY TEXTS NUMBER	READABILITY TEXTS PERCENT	TOTAL READING SCORES STUDENTS NUMBER	TOTAL READING SCORES STUDENTS PERCENT
Below 7.0	0	0	9	.9
7.0 7.9	4	2.0	8	.8
8.0 8.9	3	1.5	8	.8
9.0 9.9	19	9.8	40	4.0
10.0 10.9	11	5.6	65	6.6
11.0 11.9	25	12.9	90	9.1
12.0 12.9	22	11.3	201	20.3
13.0 and above	109	56.9	569	57.5
TOTAL	193	100.0	990	100.0

Median Readability of Text - located in 13th grade and above interval

Median Reading Total Score - located in the 12.0 - 12.9th grade interval

TABLE #13

SUMMARY TABLE OF COURSES, TEXTBOOKS ASSIGNED, NUMBERS OF STUDENTS ENROLLED IN EACH COURSE, READABILITY SCORE OF EACH TEXT, PERCENTAGES OF STUDENTS ENROLLED IN THE COURSES AND OF THE TOTAL SAMPLE WITH TOTAL READING SCORES ABOVE AND BELOW THE READABILITY SCORE AND EXTRAPOLATED READABILITY SCORES

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE		STUDENTS IN ENTIRE SAMPLE (900)		EXTRAPOLATED READABILITY
								% below level	% at or above level	% below level	% at or above level	
1)	AC 101	1	Cerepak & Yeier	Accounting for Business	Merrill	57	13+	58	42	70	30	13++
2)	AC 102	1	" "	" " "	"	15	13+	73	27	70	30	13++
3)	AC 201	1	Welsch, et al	Intermediate Accounting	Irwin	7	13+	57	43	70	30	13++
4)	AC 202	1	" "	" "	"	-	13+	-	-	70	30	13++
5)	AN 201	1	Jacobs & Stern	General Anthropology	Barnes & Noble	26	13+	42	58	70	30	13+
6)	AN 201	2	Brown	Understanding Other Cultures	Prentice-Hall	26	10	27	73	7	93	10
7)	AN 201	3	Weisz	The Contemporary Scene: Readings on Human Nat'r Race, Behav'r, Society & Environment	McGraw-Hill	26	13+	42	58	70	30	13+
8)	AR 101	1	Gombrich	The Story of Art	Phaidon	55	10	31	69	7	93	10
9)	BI 105	1	Keeton	Elmts.of Biog'l Science	Norton	159	13+	45	55	70	30	13++
10)	BI 105	2	Kimball	Biology	Addison-Wesley	159	13	45	55	43	57	13-
11)	BI 106	1	"	"	" "	27	13	37	63	43	57	13-
12)	BI 201	1	Biddle & Floutz	Chem.in Health &Disease	F.A. Davis	30	13+	53	47	70	30	13++
13)	BI 201	2	Anthony	Text.of Anat.& Phys'lgy	Mosby	30	11	33	67	13	87	11
14)	BI 202	1	"	" " " "	"	-	11	-	-	13	87	11
15)	BI 204	1	Jones	Intro.to Parisitology	Addison-Wesley	-	13+	-	-	70	30	13++
16)	BI 207	1	Polczar & Reid	Microbiology	McGraw-Hill	47	13+	64	36	70	30	13++
17)	BU 101	1	Hart	Bus.in a Dynamic Soc.	MacMillan	30	13+	53	47	70	30	13++
18)	BU 105	1	Duncan & Phillips	Retailing:Prin.& Methods	Irwin	6	13+	50	50	70	30	13+
19)	BU 201	1	Stanton	Fundmtls. of Marketing	McGraw-Hill	30	13+	47	53	70	30	13++
20)	BU 202	1	Strauss & Sayles	Personnel:The Human Problems of Management	Prentice-Hall	8	12	50	50	22	78	12
21)	BU 203	1	Brady & Thompson	Essntls.of Bus. Law	Wadsworth	57	12	40	60	22	78	12
22)	BU 204	1	" "	" " " "	"	42	12	62	38	22	78	12
23)	BU 206	1	Ring & North	Real Est.Prin.&Pract's	Prentice-Hall	-	12	-	-	22	78	12
24)	BU 210	1	Kleppner	Advert. Procedures	" "	3	11	33	67	13	87	11
25)	BU 214	1	Cochran	Money,Bank.& The Economy	MacMillan	6	13+	67	33	70	30	13+
26)	BU 217	1	Donaldson&Pfahl	Personal Finance	Ronald Press	2	11	0	100	13	87	11

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (959) % below level	STUDENTS IN ENTIRE SAMPLE (959) % at or above level	EXTRAPOLATED READABILITY
27)	CH 101	1	Sebergall, et al	Col.Chem.With Qual.Anal.	Heath	41	13+	46	54	70	30	13++
28)	CH 101	2	Dickerson, et al	Chemical Principles	Benjamin	41	13+	46	54	70	30	13++
29)	CH 201	1	Swinehart	Organic Chem:An Experimental Approach	Appleton-Century-Croft	-	13+	-	-	70	30	13+
30)	CH 201	2	Morrison & Boyd	Organic Chemistry	Allyn & Bacon	-	13+	-	-	70	30	13++
31)	CH 203	1	Flaschka,et al	Quant.Anal.Chem.Vol.I	Barnes & Noble	-	13+	-	-	70	30	13++
32)	CH 203	2	" " "	" " " " II	" "	-	13+	-	-	70	30	13++
33)	CT 101	1	AWAD	Bus. Data Processing	Prentice-Hall	-	13	-	-	43	57	13
34)	EC 101	1	Gordon, et al	The American Economy	Heath	66	13+	43	57	70	30	13+
35)	EC 201	1	McConnell	Economics	McGraw-Hill	27	13	41	59	43	57	13
36)	EC 201	2	Weiss	Case Stud.in Amer.Ind.	Wiley	27	12	37	63	22	78	12
37)	EC 202	1	McConnell	Economics	McGraw-Hill	8	13	25	75	43	57	13
38)	EC 202	2	Schultze	Nat'l Income Analysis	Prentice-Hall	8	13+	25	75	70	30	13++
39)	ER 101	1	Slaby	Fund. of Three Dimen. Descriptive Geometry	Harcourt-Brace-World	9	11	22	78	13	87	11
40)	EN 101	1	Hughes	A High Wind In Jamaica	Signet	552	8	6	94	2	98	8
41)	EN 101	2	Wasson	Subj.&Structure:An Anthology for Writers	Little Brown & Co.	552	13+	49	51	70	30	13++
42)	EN 101	3	Crews & Schell	Starting Over: A College Reader	Random House	552	13	49	51	43	57	13
43)	EN 101	4	Bowen	Confrontations:Reading for Composition	Scott,Foresman& Co.	552	11	33	67	13	87	11
44)	EN 101	5	Merritt	Style & Subj.Read.& Writing Prose	Harcourt-Brace-World	552	12	41	59	22	78	12
45)	EN 101	6	Decker	Patterns of Exposition	Little,Brown & Co.	552	9	16	84	3	97	9
46)	EN 101	7	Hodges & Whiten	Harbrace Col.Handbk.	Har.-Brace-Wld.	552	11	33	67	13	87	11
47)	EN 101	8	Postem &Weingart	Teach.as a Subver.Act.	Delacorte Press	552	12	41	59	22	78	12
48)	EN 101	9	Major	The Search for Self	MacMillan	552	13	49	51	43	57	13
49)	EN 101	10	Malamud	The Assistant	Signet	552	7	0	100	1	99	7
50)	EN 101	11	James	The Turn of the Screw & Other Short Novels	Signet	552	10	26	74	7	93	10
51)	EN 101	12	Strunk & White	The Elemts of Style	MacMillan	552	9	16	84	3	97	9
52)	EN 101	13	Hayakawa	Lang.in Thought & Actn.	Harcourt	552	13+	49	51	70	30	13++
53)	EN 101	14	Fiedler	The Art of the Essay	Crowell	552	11	33	67	13	87	11
54)	EN 101	15	Ellison	Invisible Man	Signet	552	9	16	84	3	97	9

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE		STUDENTS IN ENTIRE SAMPLE (300)		EXTRAPOLATED READABILITY
								% below level	% at or above level	% below level	% at or above level	
55)	EN 101	16	Baker	The Practical Stylist	Crowell	552	11	33	67	13	87	11
56)	EN 102	1	Ellison	Invisible Man	Signet	38	9	24	76	3	97	9
57)	EN 102	2	Hemingway	For Whom the Bell Tolls	Scribners	38	8	11	89	2	98	8
58)	EN 102	3	Dreiser	An American Tragedy	Signet	38	9	24	76	3	97	9
59)	EN 102	4	Bowden	An Intro.to Prose Style	Holt,Rinehart,Wins.	38	13+	61	39	70	30	13+
60)	EN 201	1	Frank	Lit.From the Bible	Little,Brown & Co.	77	7	0	100	1	99	7
61)	EN 202	1	Flaubert	Madam Bovary	Modern Library	15	11	33	67	13	87	11
62)	EN 203	1	Melville	Moby Dick	Signet	121	9	12	88	3	97	9
63)	EN 203	2	Hawthorne	The Scarlet Let.& Other Tales of the Puritans	Houghton-Mifflin	121	10	20	80	7	93	10
64)	EN 203	3	Thoreau	Walden And On the Duty of Civil Disobedience	Signet	121	9	20	80	3	97	9
65)	EN 203	4	Brady, et al	The Amer.Traditn.Vol.I	Norton	121	11	20	80	13	87	11
66)	EN 204	1	James	The Turn of the Screw & Other Short Novels	Signet	10	10	70	30	7	93	10
67)	EN 204	2	Ellison	Invisible Man	Signet	10	9	40	60	3	97	9
68)	EN 204	3	Bradley, et al	The Amer.Traditn.Vol.II	Norton	10	10	70	30	7	93	10
69)	EN 204	4	Malamud	The Assistant	Signet	10	7	0	100	1	99	7
70)	EN 205	1	Abrams(Ed.) et al	The Norton Anthology of Eng. Lit.	Norton	31	10	19	81	7	93	10
71)	EN 210	1	Hayakawa	Lang.in Thghts.& Action	Harcourt	-	13+	-	-	70	30	13++
72)	EN 213	1	Ellison	Invisible Man	Signet	-	9	-	-	3	97	9
73)	EN 213	2	Malcolm X	Autobio. of Malcolm X	Grove Press	-	9	-	-	3	97	9
74)	GO 201	1	White, et al	Geo:Factors & Concepts	Appltn.Cent.Croft	27	13+	67	33	70	30	13+
75)	HE 101	1	Jones, et al	Science & Theory of Health: A Bk.of Read.	W.C. Brown	134	12	44	56	22	78	12
76)	HI 101	1	Brinton, et al	A Hist.of Civil.Vol.I	Prentice-Hall	164	13+	39	61	70	30	13+
77)	HI 101	2	Russell	A Hist.of Med.Christ.: Prophecy & Order	Crowell	164	13+	39	61	70	30	13+
78)	HI 101	3	Ferguson	The Renaissance	Holt,Rine.&Winstn.	164	13+	39	61	70	30	13++
79)	HI 101	4	Kitto	The Greeks	Penguin Books	164	9	10	90	3	97	9
80)	HI 101	5	Tierney, et al	Ren.Man-Medvl or Modrn.	Random House	164	13	39	61	43	57	13
81)	HI 101	6	Strayer	West.Europe in the Middle Ages:A Sht.Hi.	App.-Cent.-Crofts	164	13	39	61	43	57	13

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (556) % below level	STUDENTS IN ENTIRE SAMPLE (556) % at or above level	EXTRAPOLATED READABILITY
82)	HI 101	7	Covensky	The Ancient Near East Tradition	Harper & Row	164	13+	39	61	70	30	13+
83)	HI 102	1	Snyder	Age of Reason	Van Nostrand	25	13+	40	60	70	30	13++
84)	HI 102	2	Brinton, et al	A Hist.of Civ.Vol.II	Prentice-Hall	25	12	36	64	22	78	12
85)	HI 102	3	Tierney, et al	Great Issues in West. Civ. Vol II	Random House	25	13+	40	60	70	30	13++
86)	HI 102	4	Roth (Ed)	Wld.War I: Turn. Pt. In Mod. History	Knopf	25	13+	40	60	70	30	13+
87)	HI 102	5	Bronowski &Mazlish	The West.Intell.Trad.	Harper & Row	25	11	32	68	13	87	11
88)	HI 102	6	Becker	The Heavenly City of the Eighteenth Cent. Philosophers	Yale Univ. Press	25	10	28	72	7	93	10
89)	HI 102	7	Butterfield	The Orig.of Md.Science	Free Press	25	13+	40	60	70	30	13+
90)	HI 102	8	Havens	The Age of Ideas	Free Press	25	11	32	68	13	87	11
91)	HI 102	9	Cobban	A Hist.of Mod.France V.2	Penguin Books	25	13+	40	60	70	30	13+
92)	HI 102	10	Plumb	Eng.in the 18th Cent. 1714-1815	Penguin Books	25	9	24	76	3	97	9
93)	HI 102	11	LeFebvre	The Com.of the French Revolution	Prin. Univ. Press	25	13	40	60	43	57	13
94)	HI 102	12	Sydenham	The French Revolution	Capricorn Books	25	13+	40	60	70	30	13++
95)	HI 102	13	Markham	Napoleon & the Awaken. of Europe	Collier-MacMillan	25	13	40	60	43	57	13
96)	HI 102	14	Thomson	Eng.in 19thCent.1815-1914	Penguin	25	13	40	60	43	57	13
97)	HI 102	15	Talmon	Romanticism & Revolt	Har.-Brace-World	25	13+	40	60	70	30	13++
98)	HI 102	16	Gollwitzer	Europe in The Age of Imperialism 1850-1914	" " "	25	13+	40	60	70	30	13++
99)	HI 102	17	Bailey (Ed)	The Amer.Spirit Vol.2	D.C. Heath & Co.	25	12	36	64	22	78	12
100)	HI 202	1	Blum, et al	The Nat'l Exp.Pt. 2	Harct.-Brace-Wld.	10	13+	40	60	70	30	13+
101)	HI 202	2	Bailey (Ed)	The Amer.Spirit Vol.1	D.C. Heath & Co.	10	9	20	80	3	97	9
102)	HI 202	3	Burner	The Diver.of Mod.Amer.	Appltn-Cent-Crofts	10	13+	40	60	70	30	13+
103)	HI 203	1	Hughes	Conterp.Europe:A Hist.	Prentice-Hall	9	13+	56	44	70	30	13+
104)	HI 203	2	Hughes	Consciousness & Soc'ty	Random House(Vintage)	9	13+	56	44	70	30	13++
105)	HI 204	1	Clyde & Beers	The Far East: A Hist. of the Western Impact & the Eastern Response 1830-1965	Prentice-Hall	-	13	-	-	43	57	13
106)	HI 205	1	Spector	An Intro.to Russian Hist. & Culture		8	13+	62	38	70	30	13+

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (900) % below level	STUDENTS IN ENTIRE SAMPLE (900) % at or above level	EXTRAPOLATED READABILITY
107)	HI 205	2	Yarmolinsky	Road to Revolution	Collier Books	8	11	50	50	13	87	11
108)	HI 203	1	Herring	A Hist. of Latin Amer. Fr. Beg. to Present	Alfred A. Knopf	3	12	33	67	22	78	12
109)	HI 203	2	Bierck	Latin Amer. Civil'tion Readings & Essays	Allyn & Bacon	3	13+	67	33	70	30	13++
110)	HI 291	1	Kaufmann	Existentialism from Dostoevsky to Sartre	Wld.Pub.(Meridian)	-	12	-	-	22	78	12
111)	HI 291	2	Locke	Treatise of Civil Gov.& a Letter Con. Toleratn.	Applton-Cent-Crofts	-	11	-	-	13	87	11
112)	HI 291	3	Nietzsche	Twilight of the Idols & The Anti-Christ	Penguin Books	-	13	-	-	43	57	13
113)	HI 291	4	Thomson	Political Ideas	" "	-	13	-	-	43	57	13
114)	HI 291	5	Hobbes	Leviathan	" "	-	9	-	-	3	97	9
115)	HI 291	6	Rousseau	The Social Contract	" "	-	12	-	-	22	78	12
116)	HI 291	7	Fromm	Marx's Concept of Man	Fred.Unger Publish.	-	13+	-	-	70	30	13++
117)	HS 101	1	Aichhorn	Wayward Youth	Viking Press	31	13+	55	45	70	30	13++
118)	HS 101	2	Towle	Common Human Needs	Nat'l Assn. of Soc. Workers, Inc.	31	13+	55	45	70	30	13+
119)	HS 101	3	Camus	The Stranger	Random House (Vint.)	31	8	6	94	2	98	8
120)	HS 101	4	Sexton	Spanish Harlem:Anatomy of Poverty	Harper & Row	31	9	16	84	3	97	9
121)	HS 101	5	Ellison	The Invisible Man	New American(Signt)	31	9	16	84	3	97	9
122)	HS 101	6	Warren	Studying Your Community	Free Press	31	13+	55	45	70	30	13++
123)	HS 160	1	Yukic	Fund.of Recreation	Harper & Row	3	13+	33	67	70	30	13++
124)	HS 170	1	Olmstead	The Small Group	Random House	1	13	-	-	43	57	13
125)	HS 170	2	Knowles	Intro.to Grp.Dynamics	Association Press	1	13	-	-	43	57	13
126)	MU 101	1	Piston	Harmony	W.W. Norton	100	13	47	53	43	57	13
127)	MU 101	2	Copland	What To Listen For In Music	New Amer.Lib.(Ment.)	100	11	27	73	13	87	11
128)	NU 101	1	Brown & Fowler	Psychodynamic Nursing	W.B.Saunders Co.	32	13+	59	41	70	30	13+
129)	NU 101	2	Fitzpatrick,et al	Maternity Nursing	Lippincott	32	13+	59	41	70	30	13+
130)	NU 101	3	Matheny, et al	Fund.of Patient-Cent. NU.	C.V. Mosby	32	13+	59	41	70	30	13++
131)	NU 101	4	Squires	Basic Pharm.for Nurses	" " "	32	13+	59	41	70	30	13++
132)	NU 101	5	Erikson	Childhood & Society	W.W. Norton	32	12	53	47	22	78	12

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (050) % below level	STUDENTS IN ENTIRE SAMPLE (050) % at or above level	EXTRAPOLATED READABILITY
133)	NU 101	6	Mowry & Williams	Basic Nut.&Diet Therapy for Nurses	C.V. Mosby	32	13+	59	41	70	30	13+
134)	NU 102	1	Fitzpatrick	Maternity Nursing	Lippincott	-	13+	-	-	70	30	13+
135)	NU 201	1	Schafer, et al	Med.-Surg. Nursing	C.V. Mosby	60	13+	65	35	70	30	13++
136)	NU 202	1	Schwartz, et al	The Nurse & the Mental Patient	Wiley & Sons	-	11	-	-	13	87	11
137)	NU 203	1	Schwartz, et al	" " " " "	" "	57	11	54	46	13	87	11
138)	NU 203	2	Brown & Fowler	Psychodynamic Nursing	Saunders	57	13+	63	37	70	30	13+
139)	PI 201	1	Camacho	Values In Conflict	Appltn-Cent-Crofts	21	13	48	52	43	57	13
140)	PI 201	2	Edwards & Pap	A Mod.Intro.to Philo.	Collier-MacMillan	21	12	48	52	22	78	12
141)	PI 201	3	Randall, et al	Readings in Philo.	Barnes & Noble	21	10	24	76	7	93	10
142)	PI 202	1	Copi	Intro. to Logic	MacMillan Co.	7	13	43	57	43	57	13
143)	PI 203	1	Berdyaev	Slavery & Freedom	Scribner	-	13+	-	-	70	30	13++
144)	PH 101	1	Sears & Zermanski	College Physics	Addison-Wesley	10	11	30	70	13	87	11
145)	PH 103	1	Richards, et al	Modn.Univ. Physics	" "	14	12	29	71	22	78	12
146)	PH 203	1	" " "	" " "	" "	3	12	33	67	22	78	12
147)	PL 103	1	Kenney & Pursuit	Police Wk. With Juveniles & The Admin.of Juv.Just.	Chas. C. Thomas	4	13+	25	75	70	30	13++
148)	PL 110	1	Wilson	Police Administration	McGraw-Hill	18	13+	56	44	70	30	13++
149)	PL 203	1	O'Hara	Fund.of Crim.Invest.	Chas. C. Thomas	11	13+	45	55	70	30	13++
150)	PL 207	1	Soderman & O'Con.	Modn. Crim.Invest.	Funk & Wagnalls	27	11	37	63	13	87	11
151)	PL 211	1	Spriegel, et al	Elements of Supervisn.	J. Wiley & Sons	-	13+	-	-	70	30	13+
152)	PO 101	1	Burns & Peltason	Gov. by the People	Prentice-Hall	60	13+	52	48	70	30	13+
153)	PO 101	2	Lewis	Gideon's Trumpet	Random House (Vint.)	60	9	18	82	3	97	9
154)	PO 101	3	White	The Mak.of the Pres.1960	New Amer.(Signet)	60	11	33	67	13	87	11
155)	PO 102	1	Snyder & Grove	Amer.St.& Loc. Gov.	Appltn-Cnt-Crofts	11	13+	55	45	70	30	13++
156)	PO 102	2	Leag.of Wm.Vtrs.NY	N.Y.S.:A Cit's Handbk	Lg.Wm.Vtrs...S.	11	13+	55	45	70	30	13+
157)	PO 102	3	Leag.of Wm.Vtrs.NJ	N.J.:Sptlgt.on Gov.	Lg.Wm.Vtrs. N.J.	11	13+	55	45	70	30	13++
158)	PO 201	1	Morgenthau	Politics Among Nations: The Strug.for Pow.& Peac.	Alfred A. Knopf	5	13+	20	80	70	30	13++
159)	PS 101	1	Skinner	Walden Two	MacMillan Co.	237	7	0	100	1	99	[illegible]
160)	PS 101	2	Delgado	Emotions	W.C. Brown	237	13+	51	49	70	30	[illegible]++
161)	PS 101	3	Smith	Child Development	" " "	237	13+	51	49	70	30	13++
162)	PS 101	4	Henneman	The Natr.&Scope of Psych.	" " "	237	13	51	49	43	57	13++

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (990) % below level	STUDENTS IN ENTIRE SAMPLE (990) % at or above level	EXTRAPOLATED READABILITY
163)	PS 101	5	Lindgren, et al	Psyc:An Intro.to Behav.Sc.	J. Wiley & Sons	237	13	51	49	43	59	13
164)	PS 101	6	Kagan & Havemann	Psyc: An Introduction	Har.Brace-World	237	9	16	84	3	97	9
165)	PS 102	1	Underwood	Problems in Exper. Design & Inference	Applta-Cent-Crofts	8	12	62	38	22	78	12
166)	PS 102	2	Jung & Bailey	Cont.Psyc.Experms: Adaptns. for Lab.	J. Wiley & Sons	8	12	62	38	22	78	12
167)	PS 201	1	Stone & Church	Childhd & Adolesc.: A Psyc.of the Grow.Per.	Random House	31	11	29	71	13	87	11
168)	PS 203	1	White	Lives In Progress	Holt-Rine-Winston	37	13+	43	57	70	30	13+
169)	PS 203	2	Lazarus	Patterns of Adjust.& Human Effectiveness	McGraw-Hill	37	13+	43	57	70	30	13++
170)	PS 203	3	Arkoff	Adjust.in Mental Health	" "	37	11	30	70	13	87	11
171)	PS 204	1	Siegel	Industrial Psychology	Richard D. Irwin	-	13+	-	-	70	30	13++
172)	PS 205	1	Jersild	The Psyc. of Adolescence	Collier-MacMillan	23	10	26	74	7	93	10
173)	PS 205	2	Goldburgh	The Exp. of Adolescence	Schenkman Pub.	23	11	30	70	13	87	11
174)	PS 206	1	Lindgren	An Intro.to Soc.Psyc.	J. Wiley & Sons	6	13+	67	33	70	30	13++
175)	PS 206	2	Grier & Cobbs	Black Rage	Bantom Books	6	9	0	100	3	97	9
176)	SC 101	1	PSNS Proj.Staff	An Approach to Phys.Sci. Phys.Sci.for nonSci.Stu.	J. Wiley & Sons	51	12	49	51	22	78	12
177)	SC 102	1	Keeton	Elem.of Bio. Science	W.W. Norton	33	13+	64	36	70	30	13++
178)	SS 204	1	Gregg, et al	Stud.Trans.of Gregg Speed Bldg.for Coll's	McGraw-Hill	-	11	-	-	13	87	11
179)	SS 207	1	Beamer, et al	Sect.Proced.& Adm.		-	12	-	-	22	78	12
180)	SO 101	1	Weisz	The Contemp Scene: Read. on Human Nat.,Race,Behav, Soc. & Environ.	McGraw-Hill	-	13+	-	-	70	30	13+
181)	SO 101	2	Biesanz & Biesanz	Modern Society	Prentice-Hall	-	13+	-	-	70	30	13++
182)	SO 101	3	Weinberg & Shabet	Society and Man	" "	-	13+	-	-	70	30	13+
183)	SO 201	1	Broom & Selznick	Sociology	Harper & Row	139	13+	47	53	70	30	13++
184)	SO 201	2	Berger	Invitation to Sociology: A Human. Perspective	Doubleday & Co. (Anchor Books)	139	13+	47	53	70	30	13++
185)	SO 201	3	Chinoy	Sociolonical Perspective	Random House	139	13+	47	53	70	30	13++
186)	SO 201	4	Bates	Sociological Enterprise	Prentice-Hall	139	13+	47	53	70	30	13+

	COURSE	BOOK	AUTHOR	TITLE	PUBLISHER	NO. OF STUDENTS IN COURSE	READ-ABILITY	STUDENTS ENROLLED IN COURSE % below level	STUDENTS ENROLLED IN COURSE % at or above level	STUDENTS IN ENTIRE SAMPLE (990) % below level	STUDENTS IN ENTIRE SAMPLE (990) % at or above level	EXTRAPOLATED READABILITY
127)	SO 201	5	Mizruchi	The Substance of Sociology	Appln-Cent-Crofts	139	10	24	76	7	93	10
128)	SO 233	1	Leslie	The Family in Social Con.	Oxfd.Univ.Press	19	13+	63	37	70	30	12+
129)	SO 205	1	Glazer & Moynihan	Dynd.the Melting Pot	M.I.T. Press	12	13	58	42	43	57	13
130)	SO 205	2	Dubos	So Human An Animal	Chas. Scribner	12	13+	58	42	70	30	13+
131)	SO 205	3	Merton & Nisbet	Contemp.Soc.Problems	Harc.Brace-World	12	13+	58	42	70	30	13+
132)	SO 205	4	Reisz	The Contemp. Scene: Read. on Human Nature, Behav. Society, & Environmt.	McGraw-Hill	12	13+	58	42	70	30	13+
133)	SP 101	1	Lintugel & Berg	A Time To Speak	Wadsworth	61	12	33	62	22	78	12

TABLE #14

RANGE OF READABILITY SCORES (GRADE EQUIVALENTS) IN COURSES WHERE MORE THAN ONE TEXT WAS ASSIGNED: WITHIN OR AMONG SECTIONS

COURSE	NO. OF BOOKS	RANGE-GRADE EQUIV.	
		From-to	Grades
Anthropology 201	3	(10-13+)	3+
Biology 105	2	(13-13+)	1+
Biology 201	2	(11-13+)	2+
Chemistry 101	2	(13+-13+)	0
Chemistry 201	2	(13+-13+)	
Chemistry 203	2	(13+-13+)	
Economics 201	2	(13-13+)	1+
Economics 202	2	(13-13+)	
English 101	16	(7-13+)	6+
English 102	4	(9-13+)	4+
English 203	4	(9-11)	2
English 204	4	(7-10)	3
English 213	2	(9-9)	0
History 101	7	(9-13+)	4+
History 102	17	(9-13+)	4+
History 202	3	(9-13+)	4+
History 203	2	(13+-13+)	0
History 205	2	(11-13+)	2+
History 209	2	(12-13+)	1+

table #14 (continued)

COURSE	NO. OF BOOKS	RANGE-GRADE EQUIV.	
		From-to	Grades
History 291	7	(9-13+)	4+
Human Services 101	6	(8-13+)	4+
Human Services 170	2	(13-13)	0
Music 101	2	(11-13)	2
Nursing 101	6	(12-13+)	1+
Nursing 203	2	(11-13+)	2+
Philosophy 201	3	(10-13)	3
Political Science 101	3	(9-13+)	4+
Political Science 102	3	(13+-13+)	0
Psychology 101	6	(7-13+)	6+
Pshchology 102	2	(12-12)	0
Psychology 203	2	(13+-13+)	0
Psychology 206	2	(9-13+)	4+
Sociology 101	3	(13+-13+)	0
Sociology 201	5	(10-13+)	3+
Sociology 205	4	(12-13+)	1+

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3. Dale, E. and Jeanne S. Chall. A Formula For Predicting Readability. Educational Research Bulletin, 27, 1948, 11-20.

4. Fry, Edward. A Readability Formula That Saves Time. Journal of Reading, April 1953, 513-575, 575-577

5. Klare, George R. The Measurement of Readability. Iowa State University Press, Ames Iowa, 1963.

6. Major, Alexander G. and Alfred T. Collette. The Readability of College General Biology Textbooks. Science Education 45, No. 3, 216-223

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8. Pack, Walter. What Should Reading Tests For High School and College Freshmen Measure? Journal of the Reading Specialist, 9:1, Oct. 1969

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September 1970

ROCKLAND COMMUNITY COLLEGE
Reading--Readability Study
NDEA-7A Project

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1. Your Social Security Number: $\overline{1}\ \overline{2}\ \overline{3}\ \ \overline{4}\ \overline{5}\ \ \overline{6}\ \overline{7}\ \overline{8}\ \overline{9}$

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2. Your Name: $\overline{10}\ \overline{11}\ \overline{12}\ \overline{13}\ \overline{14}\ \overline{15}\ \overline{16}\ \overline{17}\ \overline{18}\ \overline{19}\ \overline{20}\ \overline{21}\ \overline{22}\ \overline{23}\ \overline{24}$
(Last Name)

$\overline{25}\ \overline{26}\ \overline{27}\ \overline{28}\ \overline{29}\ \overline{30}\ \overline{31}\ \overline{32}\ \overline{33}\ \overline{34}\ \overline{35}\ \overline{36}\ \ \overline{37}$
(First Name) (Initial)

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3. Please Check The High School From Which You Graduated:

(38a)
0-- Clarkstown
1-- Nanuet
2-- North Rockland (Haverstraw)
3-- Nyack
4-- Pearl River
5-- Ramapo High School
6-- Spring Valley
7-- Suffern
8-- Tappan Zee (Orangeburg)
9-- Albertus Magnus

(39a)
0-- Holy Child
1-- Rosary Academy
2-- Our Lady of Victory
3-- Rockland Country Day School
4-- A high school not located in Rockland County
5-- I have a high school equivalency diploma
6-- I am not a high school graduate

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4. Your Age (last birthday):

(40a)
0-- Under 18 years
1-- 18
2-- 19
3-- 20
4-- 21-25
5-- 26-30
6-- 31-40
7-- 41-50
8-- 51-60
9-- Over 60

5. Sex:

(41a)
0-- Male
1-- Female

6. Have you ever attended another college prior to entering Rockland Community College?

(42a)

0-- Yes

1-- No

7. Are you presently a full-time or a part-time student at R.C.C.?

(43a)

0-- I am taking 12 or more credits (full-time)

1-- I am taking less than 12 credits (part-time)

Include Freshman Seminar and Physical Education in your computation.

8. Prior to the present semester, check the total number of college credits you have earned, including transfer credits. Do not include, however, Physical Education or Freshman Seminar.

(44a)

0-- Less than 28 credits

1-- 28 credits or more

9. On the attached list of courses, please check the courses in which you are enrolled this semester.

THANK YOU FOR YOUR COOPERATION

_____ _____
(Last Name) (First Name) (Initial)

_ _ _ _ _ _ _ _ _ _ _

(Social Security #)

NELSON-DENNY READING SCORES

COLUMNS

(_) VOCABULARY (RAW SCORE) _ _ _

(_) VOCABULARY (GRADE EQUIV.) _ _ _ _

(_) COMPREHENSION (RAW SCORE) _ _ _

(_) COMPREHENSION (GRADE EQUIV.) _ _ _ _

(_) TOTAL SCORE (RAW SCORE) _ _ _ _

(_) TOTAL SCORE (GRADE EQUIV.) _ _ _ _

(_) READING RATE (RAW SCORE) _ _ _ _

(_) READING RATE (GRADE EQUIV.) _ _ _ _

Summary Sheet of Course Offerings

FALL 1970

Course Number	Course Title
	ACCOUNTING
____	AC 101 Prin. of Acctg. I
____	AC 102 Prin. of Acctg. II
____	AC 201 Inter. Acctg. I
	ANTHROPOLOGY
____	AN 201 Cul. Anth.
	ART
____	AR 101 Art. Appr.
____	AR 102 Drawing I
____	AR 103 Drawing II
____	AR 106 Painting I
____	AR 107 Painting II
____	AR 108 Painting III
____	AR 109 Painting IV
____	AR 111 Fund. of Design I
____	AR 112 Fund. of Design II
____	AR 119 Art History I
____	AR 201 Graphic Tech. I
____	AR 202 Graphic Tech. II
____	AR 211 Graphic Design I
____	AR 213 Letterforms I
____	AR 219 Sculpture I
	BIOLOGY
____	BI 105 Gen. Bio. I
____	BI 106 Gen. Bio. II
____	BI 201 An. Phys. Chem.
____	BI 207 Micro Biology
____	BI 208 Hematology
____	BI 298 Research Prob.
____	BI 299 Research Prob.
	BUSINESS
____	BU 101 Bus. Org. & Mgmt.
____	BU 103 Bus. Math
____	BU 105 Prin. of Retailing
____	BU 201 Marketing
____	BU 202 Pers. Mgmt.
____	BU 203 Business Law I
____	BU 204 Business Law II
____	BU 207 Prin. & Prac. Ins.
____	BU 210 Prin. of Adv.
____	BU 214 Prin. of Mkg. & Fin. I
____	BU 216 Credit & Coll.
____	BU 217 Con. & Pers. Fin.
____	EC 101 The Amer. Eco.
	CHEMISTRY
____	CH 101 Inorganic Chem. I
____	CH 102 Inorganic Chem. II
____	CH 201 Organic Chem.
____	CH 203 Quant. Analysis
	COMPUTER TECHNOLOGY
____	CT 101 Prin. of Data Pro.

Course Number	Course Title
	DENTAL ASSISTING
____	DA 101 Intro. Dent. Asst.
____	DA 102 Fund. Dent. Assi.
____	DA 103 Oral Anatomy
	ECONOMICS
EC 101	The American Economy--Place check under Business Offerings.
____	EC 201 Fund. Eco. I-Micro
____	EC 202 Fund. Eco. II-Macro
	ENGINEERING
____	ER 101 Eng. Graphics
____	ER 203 Statics & Strengths
	ENGLISH
____	EN 101 Freshman Eng. I
____	EN 102 Freshman Eng. II
____	EN 201 World Lit. I
____	EN 202 World Lit. II
____	EN 203 American Lit. I
____	EN 204 American Lit. II
____	EN 205 English Lit. I
____	EN 207 Adv. Comp. I
____	EN 210 Business Eng.
____	EN 214 Modern Drama
____	EN 215 Intro. to Mod. Poe.
____	EN 217 Intro. to Journalism
	FRENCH
____	FR 101 Elem. French I
____	FR 102 Elem. French II
____	FR 201 Inter. French I
____	FR 202 Inter. French II
____	FR 205 French Conv. & Expr.
	GEOGRAPHY
____	GO 201 Intro. to Geo.
	GERMAN
____	GR 101 Elem. German I
____	GR 201 Inter. German I
____	GR 204 Intro. to Ger. Lit. II
	HEALTH
____	HE 101 Per. & Com. Health
	HISTORY
____	HI 101 Hist. of West. Civ. I
____	HI 102 Hist. of West. Civ. II
____	HI 201 Amer. Hist. to 1877
____	HI 202 Amer. Hist. 1877 to Pres.
____	HI 203 Mod. Europ. Hist.
____	HI 205 Russia & Sov. Union
____	HI 209 Latin Amer. Hist.

HUMAN SERVICES

___ HS 101 Intro. to H.S.
___ HS 102 H.S. Seminar II
___ HS 103 H.S. Seminar III
___ HS 104 H.S. IV
___ HS 110 Fieldwork H.S. I
___ HS 111 Fieldwork H.S. II
___ HS 112 Fieldwork H.S. III
___ HS 120 Intro. to Ment. Health
___ HS 121 Adv. Elect. Ment. Health
___ HS 130 Intro. to Child Care
___ HS 131 Adv. Elect. Child Care
___ HS 140 Intro. to Education
___ HS 141 Adv. Elect. in Education
___ HS 150 Intro. to Soc. Serv.
___ HS 151 Adv. Elect. in Soc. Serv.
___ HS 160 Intro. to Recreation
___ HS 161 Adv. Elect. in Recreation
___ HS 170 Intro. Group Dyn. & Group Leadership
___ HS 174 Program Skills in H.S.

MATHEMATICS

___ MA 101 Fresh. Math I
___ MA 102 Fresh. Math II
___ MA 103 College Algebra
___ MA 107 Finite Math
___ MA 203 Calculus I
___ MA 204 Calculus II
___ MA 205 Calculus III

MUSIC

___ MU 101 Music Appr.
___ MU 103 RCC Chorale
___ MU 201 Music Theory I
___ MU 202 Music Theory II

NURSING

___ NU 101 Fund. of Nursing
___ NU 201 Ment. & Phys. III
___ NU 203 Fund. of Nursing III

PHILOSOPHY

___ PI 201 Intro. to Phil.
___ PI 202 Logic & Sc. Method

PHYSICAL EDUCATION

___ PE 101 Fresh. Phys. Ed. (M,W)
___ PE 101 Fresh. Phys. Ed. (Po.Sci.)
___ PE 103 Modern Dance
___ PE 201 Soph. Phys. Ed. (Coed)
___ PE 201 Soph. Phys. Ed. (7½ weeks 4 times a week)

PHYSICS

___ PH 101 General Phys. I
___ PH 103 Engrg. Phys. I
___ PH 203 Engrg. Phys. III

POLICE SCIENCE

___ PL 101 Law Enforce.
___ PL 103 Police Role in Crime & Delin
___ PL 110 Police Admin. I
___ PL 201 Criminal Law of N.Y.
___ PL 203 Criminal Investigation
___ PL 207 Intro. to Criminalistics
___ PL 209 Pol. & Comm. Rela.
___ PL 211 Supervision
___ PL 213 Traffic Contr. Function

POLITICAL SCIENCE

___ PO 101 Prin. Amer. Gov't: National
___ PO 102 Prin. Amer. Gov't: State/Local
___ PO 201 Inter. Relations
___ PO 209 Research in Local Gov't.

PSYCHOLOGY

___ PS 100A Freshman Seminar
___ PS 101 Gen. Psychology I
___ PS 102 Gen. Psychology II
___ PS 201 Child Psychology
___ PS 203 Psych. of Adjust.
___ PS 205 Adolescent Psych.
___ PS 206 Social Psychology
___ PS 207 Independent Study

___ CS 001 College Language
___ CS 002 College Math Skills

RUSSIAN

___ RU 101 Elementary Russian I

SCIENCE

___ SC 101 Physical Science
___ SC 102 Biological Science

SECRETARIAL SCIENCE

___ SS 101 Elem. Typing
___ SS 102 Inter. Typing
___ SS 103 Elem. Shorthand
___ SS 104 Inter. Shorthand
___ SS 201 Advanced Typing
___ SS 202 Advanced Shorthand
___ SS 207 Office Procedures

SOCIAL SCIENCE

___ SL 101 Intro. to Soc. Sci.

SOCIOLOGY

___ SO 201 Prin. of Soc.
___ SO 203 Marriage & the Family
___ SO 205 Social Prob. in Urban Amer.

SPANISH

___ SP 99 Extended Elem. Span.
___ SP 101 Elem. Spanish I
___ SP 102 Elem. Spanish II
___ SP 201 Inter. Spanish I
___ SP 202 Inter. Spanish II
___ SP 205 Spanish Conv. & Expr.

SPEECH

___ SH 101 Fund. of Speech
___ SH 103 Speech & Drama
___ SH 104 Speech & Drama
___ SH 105 Speech & Drama
___ SH 106 Speech & Drama
___ SH 201 Public Speaking